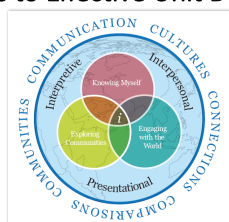


Learning That Lasts: Keys to Effective Unit Design



An ACTFL Workshop
Laura Terrill – April 13, 2018

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lterrillcps.wikispaces.com

2

WORKSHOP GOALS

Design standards-based units that build learners' communication skills and cultural understandings

Create learning that lasts by engaging learners in content that is cognitively engaging, culturally connected, intrinsically interesting, and communicatively purposeful.

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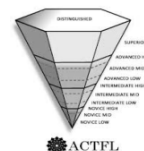
key questions

What? →



WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES

How well? →



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DESIGNING A UNIT STEP BY STEP



Considerations:

- Age of learners
- Language level of learners
- Interests of learners
- Potential for real-world communication
- Potential to build cultural knowledge and understandings
- Connections to grade-level curriculum
- Overarching themes throughout program sequence

<http://maxpixel.freepresspicture.com/Earth-Curiosity-Spanner-Key-Hole-By-Looking-2364409>

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Theme: Topic

Essential Question

Program Type
(FLEX, FLES, High School)

Grade level

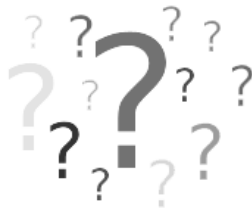
Where the unit comes in the
academic year (beginning,
middle, end)

Length of Unit

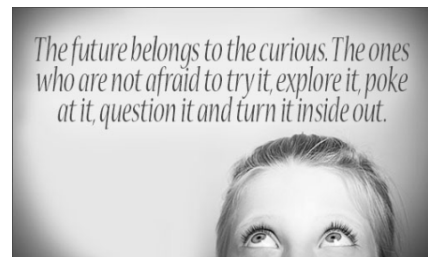
Targeted Range of
Performance

Amount of students' prior
language learning

Key Prior Learning



Theme/Topic and Essential Question



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Page 15

Why Themes?

Makes instruction more comprehensible because the theme creates a meaningful context

Changes the instructional focus from the language itself to the use of language to achieve meaningful goals

Provides a rich context for standards-based instruction

Offers a natural setting for narrative structure and task-based organization of content

Involves the students in real language use

Engages the learner in complex thinking and more sophisticated use of language

Avoids the use of isolated grammatical structures

Connects content, language, and culture goals to a "big idea"

--Curtain and Dahlberg (2016) pp 42 - 47

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Themes

Advanced Placement	International Baccalaureate
Personal and Public Identities	Communication and Media
Families and Communities	Social Relationships
Global Challenges	Global Issues
Beauty and Aesthetics	Cultural Diversity
Science and Technology	Customs and Traditions
Contemporary Life	Leisure
	Health
	Science and Technology

POSSIBLE TOPICS

- Daily Routine
- Vacation
- City
- Travel
- School
- Health
- House
- Career
- Food
- Endangered Species
- Immigration

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Moving from topic to thematic unit...

Topic	Theme	Essential Question
Food	Global Challenges	
Travel	Science and Technology	
Daily Routines	Contemporary Life	
Family	Families and Communities	
Houses	Beauty and Aesthetics	
Me and my friends	Personal and Public Identities	

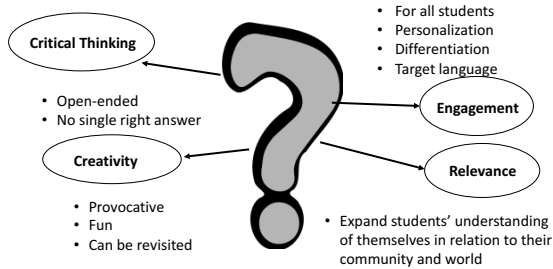
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Moving from topic to thematic unit...

Topic	Theme	Essential Question
Food	Global Challenges	What is hunger?
Travel	Science and Technology	Why do we explore?
Daily Routines	Contemporary Life	What is a healthy lifestyle?
Family	Families and Communities	What is a family?
Houses	Beauty and Aesthetics	How much space do we need?
Me and my friends	Personal and Public Identities	Who am I?

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WHAT MAKES A QUESTION ESSENTIAL?



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Theme: Topic

Science & Technology: Curiosity and Exploration

Essential Question

Why does man explore?

How does literature allow us to explore?

Program Type
(FLEX, FLES, High School)

High School

Grade level

??

Where the unit comes in the
academic year (beginning,
middle, end)

??

Length of Unit

6 – 8 weeks

Targeted Range of Performance

Amount of students' prior
language learning

Key Prior Learning

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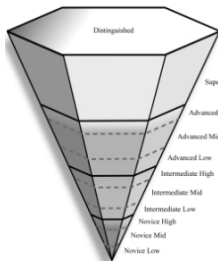
14

PROFICIENCY PYRAMID

CPS Guidance Document
Pages 10 -11

NOVICE

- Memorized language
- Lists of words, phrases, simple sentences
- Attempts at conversation
- Limited, very familiar topic areas
- Handles short social interactions by asking and answering simple questions



INTERMEDIATE

- Creates with language
- Strings of connected sentences
- Asks and answers questions
- Wide variety of familiar topics
- Handles everyday situations

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Theme: Topic

Science & Technology: Curiosity and Exploration

Essential Question

Why does man explore?

How does literature allow us to explore?

Program Type
(FLEX, FLES, High School)

High School

Grade level

Level 4

Where the unit comes in the
academic year (beginning,
middle, end)

??

Length of Unit

6 – 8 weeks

Targeted Range of Performance

Intermediate Mid/High

Amount of students' prior
language learning

3 years

Key Prior Learning

Narration/description in 3 time frames

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NOW
IT'S YOUR TURN!

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The collage features several elements:

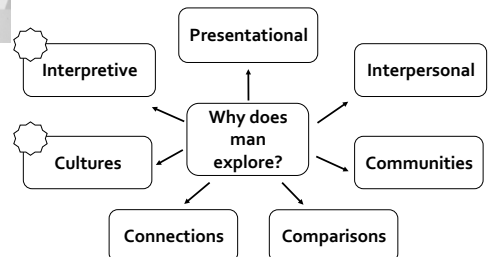
- A small illustration at the top left shows a figure standing on a crescent moon.
- A large image of a satellite dish or antenna pointing towards the sky.
- A portrait of a man in a military-style cap and uniform.
- A photograph of a group of people in a control room, looking at screens.
- An illustration of a rocket being launched from a launch pad.
- A circular diagram showing various components of a spacecraft or mission, such as "propulseur", "antenne", "parabole", "cylindre", "réservoir", "boîte à outils", "appareil", "poste de montage", "optique", "caméra", "service des données", "base de données", "ordinateur", "écran", "console", "microprocesseur", "câble", "circuit imprimé", "carte électronique", "câble", "circuit imprimé", "carte électronique".
- A book cover titled "AU FOND DES Océans" by J.-M. G. Le Goff, published by Actes du colloque de la Sorbonne.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

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Unit Goals	
Theme/Topic	Science & Technology: Curiosity and Exploration
Essential Question	Why does man explore? How does literature allow us to explore?
Goals	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Explain the plot, characters, scenes, symbolism and themes in <i>Le Petit Prince</i> Describe the characters and their priorities in <i>Le Petit Prince</i> and evaluate the degree to which these characters and priorities exist today Retell both literary and informational stories of exploration Define curiosity and give examples from their own lives and from the texts they are reading Discuss why exploration is important to man and why failure is often part of exploration Share information about a specific exploration giving details — who, what, when, why and result <p>What should learners know and be able to do by the end of the unit? Include the 3 Modes, Cultures, Comparisons, Connections, Communities</p>
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What should learners know and be able to do by the end of the unit?

Consider:

- The 3 modes of communication
- Cultures
- Connections
- Comparisons
- Communities

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Summative Performance Assessment Tasks

- These tasks allow learners to demonstrate how well they have met the goals of the unit.
- The tasks can be integrated throughout the unit.
- Consider multiple Interpretive tasks to address reading and listening and viewing.
- The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.
- Incorporate 21st Century Learning (Communication, Collaboration, Creativity, Critical Thinking).

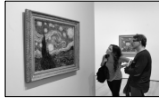
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Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.

Re-phrasing chunks; retelling; predicting; and using structural clues



Using the author's perspective and cultural perspective

Familiar words in new context; and new words in a familiar context



Context-driven understanding (gist)

Whole picture; mediating meaning with the text; a focused task



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Authentic Text

Texts written by speakers of the target language for native speakers of the language

Real-world

Culture-rich

Models of correct language



Le 6 février 2018, une fusée Falcon Heavy de SpaceX a mis en orbite une voiture de Tesla qui voyagera au-delà de Mars. — SPACEX

Morceaux de fusée ou satellites en fin de vie, des milliers d'objets flottent dans l'espace autour de notre planète. Il faut désormais ajouter une Tesla envoyée le 6 février via la fusée Falcon Heavy, qui diffuse en boucle *Space Oddity* de David Bowie et dans laquelle a pris place un mannequin surnommé Starman.

<https://www.20minutes.fr/sciences/2225039-20180222-space-x-tesla-espace-elon-musk-pourrait-jour-retomber-terre#gid=2&pid=1>

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Presentational Communication

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



one-way communication

organized



practiced, rehearsed, polished, edited

Improved by using appropriate tools (dictionary, spell check, etc.)

an awareness of audience

produced for an intended audience and purpose



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Presentational Mode: Purpose of Communication

Narrative	Persuasive/Opinion/Argument	Informational and Functional/Procedural
<ul style="list-style-type: none"> Personal narrative Fiction Historical fiction Fantasy Narrative memoir Biography Narrative nonfiction 	<ul style="list-style-type: none"> Persuasive letter Review Personal essay Persuasive essay Literary essay Historical essay Petition Editorial Op-ed column Advertisement 	<ul style="list-style-type: none"> Fact sheet News article Feature article Blog Website Report Analytic memo Research report Nonfiction book How-to-book Directions Recipe Lab report Poster Log/Journal



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Interpersonal Communication

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Behaviors shown:

- a two-way exchange
- spontaneous and unpredictable
- helping each other
- following up and reacting
- focused on the message
- asking for clarification if communication fails/falters

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Interpersonal Scoring Guide

MOVE FROM:	1 – 2 – 3 – 4 – 5	MOVE TO:
Uses English frequently		Uses the target language all the time
Only responds when asked		Volunteers comments related to the discussion
Asks random questions		Asks follow-up questions related to what someone else said
Gives short responses		Gives responses with details, reasons, explanations
Dominates the discussion		Invites others to give their opinions, ideas
Repeats ideas that others already contributed		Adds ideas, insights, additional information to make the discussion more interesting
Does not pay attention during the discussion		Actively listens to what others are saying

Summative Performance Assessment Tasks

Page 15


Interpretive Mode Read about the modern day adaptation of <i>Le Petit Prince</i> in order to identify similarities and differences from the original and why an adaptation was considered necessary. <i>Pourquoi Le Petit Prince est-il universel?</i>	Interpretive Mode Listen to a documentary about an explorer and complete a graphic organizer to identify key ideas and some supporting details. <i>Qui était le Commandant Cousteau?</i>	Interpretive Mode Read and then listen to an interview with an astronaut who is about to go into space and identify the key details that are shared. <i>Prêt à partir dans l'espace</i>
Creativity – Collaboration – Critical Thinking – Communication		
Presentational Mode Polished: Create a representation of the key lessons of <i>Le Petit Prince</i> for a 2018 audience. On Demand: Write about the role of curiosity and exploration in your life. Make comparisons between what you have learned and what <i>Le Petit Prince</i> learned and/or what others have learned through exploration.	Interpersonal Mode Have a conversation with a partner or in a small group. Talk about the key characteristics of an explorer and determine who has those characteristics. Identify and prioritize ongoing and future explorations and determine a priority explaining your choices. Share your priorities with others.	

Summative Performance Assessment Tasks

What performance assessment task will show evidence that learners have met the goals of the unit?

- Interpretive (3)
- Interpersonal (1)
- Presentational "On Demand" (1)
- Presentational "Polished" (1)

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Language Toolbox

- Can Do Statements
- Supporting Language Functions
- Supporting Structures/Patterns
- Priority Vocabulary
- Key Learning Activities/
Formative Assessments
- Resources

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2017 NCSSFL-ACTFL Can-Do Statements

PROFICIENCY BENCHMARKS

Identify the overarching features of language performance, i.e., context, text type, and function, in each of the three modes of communication to describe learner's progress along the ACTFL Proficiency continuum. Benchmarks support learners in setting long-term goals and inform program and course outcomes.

↓

PERFORMANCE INDICATORS

Deconstruct the Benchmark by focusing on certain aspects of language performance, i.e., context, text type, and function. Indicators describe the steps toward reaching the overarching Benchmark goal. Indicators support learners in charting progress toward meeting language learning goals and inform unit design.

↓

EXAMPLES

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Standard		INTERPERSONAL MODE (CONVERSATION)					
Proficiency Benchmark		Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.					
Performance Indicator		Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Benchmarks support learners in setting long-term goals and inform program and course outcomes.					
Language Function		Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Benchmarks support learners in setting long-term goals and inform program and course outcomes.					
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Language Function		Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Benchmarks support learners in setting long-term goals and inform program and course outcomes.					

INTERPERSONAL MODE

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

PROFICIENCY BENCHMARK

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

PERFORMANCE INDICATORS

NOV LOW
I can provide information by answering a few simple questions on very familiar topics.

NOV MID
I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics.

NOV HIGH
I can request and provide information by asking and answering a few simple questions on familiar and everyday topics.

PROFICIENCY BENCHMARK

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

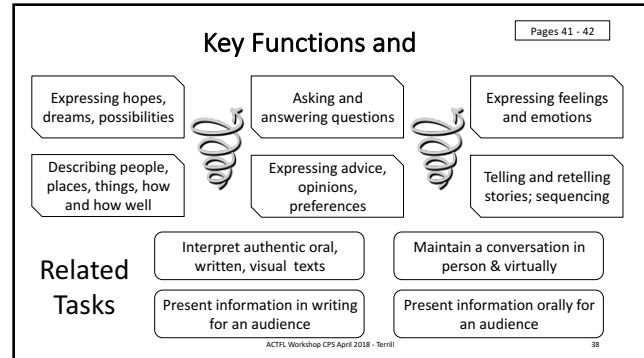
PERFORMANCE INDICATOR

using a mixture of practiced or memorized words, phrases, and questions

LANGUAGE FUNCTION

I can express basic needs related to familiar and everyday activities.

Can-Do Statements	
Interpretive	<ul style="list-style-type: none"> (R & L) I can share information about explorers based on what I have heard or read. (R & L) I can identify key details of a current event exploration. (R) I can read details about a character and complete a graphic organizer on that character. (L) I can watch a documentary about an explorer and identify key information about that explorer.
Presentational	<ul style="list-style-type: none"> (S & W) I can organize information about an explorer to share with others. (S) I can introduce myself in the role of an explorer. (W) I can identify a quote of personal importance and explain its relevance to my life.
Interpersonal	<ul style="list-style-type: none"> I can participate in a "meeting of the minds" mixing and mingling with others who are role-playing explorers from cultures where target language is spoken. I can role-play an impromptu conversation between two inhabitants of different planets in order to compare notes on the Little Prince. I can define/discuss the role that curiosity plays in my life and compare my thoughts to those of others. I can share a personal story about failure with a partner and talk to identify similarities and differences in our stories.



Key Functions				
NOVICE		INTERMEDIATE		ADVANCED
ASKING & ANSWERING QUESTIONS				
Respond to a simple question	Ask and respond to simple, memorized questions	Ask and respond with some details to a variety of informational questions and follow-up questions	Ask and respond with details to a wide variety of questions including follow-up questions that request details	Ask and respond with elaboration to a wide variety of questions, including follow-up questions that request detailed explanations
Related Language Functions				
<ul style="list-style-type: none"> Ask for/give biographical information Ask for/give clarification Ask for/give directions 	<ul style="list-style-type: none"> Ask for/give/refuse permission Ask for/give time, day, date 	<ul style="list-style-type: none"> Ask/respond to informational questions: who, what, when, where, how, why, how much, how many 	<ul style="list-style-type: none"> Ask & respond to what the weather is like Extend/accept/refuse invitations Request/respond 	

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Page 16		
SUPPORTING FUNCTIONS	SUPPORTING STRUCTURES/PATTERNS	PRIORITY VOCABULARY
<ul style="list-style-type: none"> define curiosity; give opinions on the value of curiosity and exploration tell and retell stories about personal curiosity and exploration tell and retell literary and informational stories of exploration describe with detail the elements of a story - plot, theme, characters, scenes and symbolism say what I would explore/do if I had the opportunity 	<ul style="list-style-type: none"> sentence frames and questions for asking and giving opinions I think that, it seems Curiosity is important because... Do you really think that... subjunctive as necessary for some lead-ins, past, present, future When I was 9... past, present, future narration and description in 3 time frames Si clause imparfait/conditionnel 	<ul style="list-style-type: none"> literary terms - plot, scene, character, theme, etc. key vocab/well known quotes - <i>The Little Prince</i> terms related to selected exploration descriptive vocabulary sequencing words

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Language Toolbox



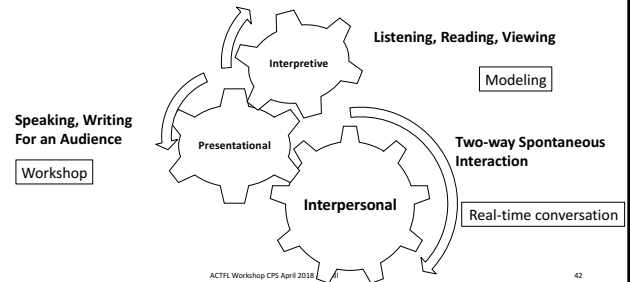
Consider:

- Can-Do Statements
- Supporting Functions
- Supporting Structures/Patterns
- Priority Vocabulary

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Interdependence of 3 Modes



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Interpretive



Emmanuelle et Ghislain peuvent aussi compter sur leur chien, Kayak, pour les accompagner dans leur tour du monde. ©F.Tanneau/AFP Photo.

Un tour du monde de 80 000 kilomètres avec leurs enfants Samedi, ils ont mis les voiles au départ de Concarneau, en Bretagne, avec comme premier objectif de rejoindre l'Arctique. Au total, ils vont parcourir près de 80 000 kilomètres et traverser tous les océans. Et, pour mener à bien leur mission, Ghislain et Emmanuelle ne sont pas seuls : ils sont accompagnés d'une équipe de scientifiques et de plongeurs. Mais aussi de leurs 2 enfants, Robin, 5 ans, et Tom, 3 ans. Cliquez sur cette carte pour découvrir le parcours de leur tour du monde :

Départ

Le 20 mai 2017 - Concarneau



Under The Pole il met les voiles, cap sur le Groenland. C'est le début d'une circumnavigation qui amènera plongeurs et scientifiques de l'Arctique à l'Antarctique à la découverte de la Twilight zone.

Alaska • Polynésie

Convoysage



Interpretive



<https://www.1jour1actu.com/planete/cap-sur-lexpedition-polaire-under-the-pole-57283/>

1jour1actu.com - Introduction

1jour1actu.com - Combien de jours allez-vous passer sur le bateau avant d'arriver ?

1jour1actu.com - De quoi avez-vous besoin pour partir faire votre tour du monde ?

1jour1actu.com - Que voit-on quand on plonge dans ces zones-là ?

1jour1actu.com - Quelle est la particularité de ce genre de plongée ?

1jour1actu.com - Quels équipements portez-vous pour plonger ?

1jour1actu.com - Est-ce que ça fait peur quand il y a des tempêtes en bateau ?

Presentational

<https://www.underthepole.com/presentation-under-the-pole-3/>

UNE EXPÉDITION HORS DU COMMUN

PRÉSENTATION

De 2017 à 2020, Under The Pole part pour une aventure hors du commun dédiée à l'exploration des océans. Pendant 3 ans, une équipe de plongeurs et de scientifiques vont parcourir le monde à bord de la goélette polaire WHY, de l'Arctique à l'Antarctique, en passant par le Pacifique et l'Atlantique.

Leur objectif : étudier le milieu sous-marin entre la surface et 150 m de profondeur et développer de nouvelles techniques de plongée, pour prolonger la durée des immersions humaines.

Share details on one stage of the voyage.

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Interpersonal

DEUX APPROCHES, UNE EXPÉDITION

NOS STAGES

Stage de plongée

Les programmes de plongée UTP Explorer sont uniques : vous découvrirez des régions totalement vierges et reculées, en plongée bouteille ou en respirateur au trimix, et vous aurez l'occasion de participer aux études sous-marines avec l'équipe de l'expédition.

- Stage de formation à la plongée polaire et à la plongée sous glace
- Stage de formation à la prise de vues sous-marine (photo et/ou vidéo)
- Stage recycleur
- Stage exploration

Stage de navigation

Lors du convoi du WHY entre ses zones de mission, embarquez sur des traversées hauturières pour vivre la haute mer et apprécier les escalas à terre. En navigation côtière, le WHY progressera à la voile ou au moteur en fonction du programme et de la météo, et sera l'occasion de multiples mouillages et randonnées.

- Stage de navigation hauturière (apprentissage de la vie en mer, de la prise de quart, manœuvres...)
- Stage de navigation côtière (navigation dans les glaces, mouillages, manœuvres...)

DEBATE: What are the advantages/disadvantages of each option?

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Learning Activities/Formative Assessments			Page 16
Learning Activity/Formative Assessment (Sample activities are listed from the beginning to the end of the unit).	How does this activity support the unit goals or performance tasks?	Mode of Communication	
As students read Le Petit Prince, they complete a diary describing the characters that the Petit Prince meets on his travels and how these characters resemble people in today's world.	Students develop a character in detail and make connections between literary characters and real-world personalities.	Interpretive Presentational	
Match and discuss adjectives that relate to the various planets according to key characteristics of each planet's inhabitant.	Expand descriptive vocabulary by considering the setting and characters in a novel.	Interpretive Interpersonal	
Role play a conversation between the Petit Prince and one of the inhabitants of a planet. Alternatively, take on the role of the inhabit of one of the planets and interview each other to get to know some basic information about that person/object.	Build understanding of character, setting and plot through role play.	Interpersonal	
Research an explorer from the Francophone world or an explorer of interest and share their story with the class. Literary - Jules Verne, Informational Jacques Cousteau. Role play different explorers and interview others to see who they are, what they did.	Tell and retell current and past event stories by relating information on key explorers or explorations.	Interpretive Presentational	47

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Language Toolbox

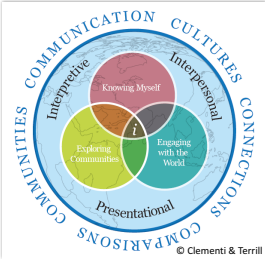
Consider:

- Authentic Resources
- Learning Experiences/
Formative Assessments

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If we teach today's students, as we taught yesterday's, we rob them of tomorrow - John Dewey



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- Communicatively Purposeful
- Culturally Focused
- Intrinsically Interesting
- Cognitively Engaging
- Standards-Based